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# **MONTANA ADVISORY COUNCIL**

7th ANNUAL

EVALUATION

REPORT

December, 1976

***For  
Vocational Education***

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February 1, 1977

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

P. O. BOX 4789

HELENA, MONTANA 59601

TO: ALL CONCERNED

FROM: Montana Advisory Council for Vocational Education  
William A. Ball, Executive Director

The Council is pleased to share this 7th Annual Evaluation Report on Vocational Education with you.

Your comments on the report and the subject addressed are encouraged.



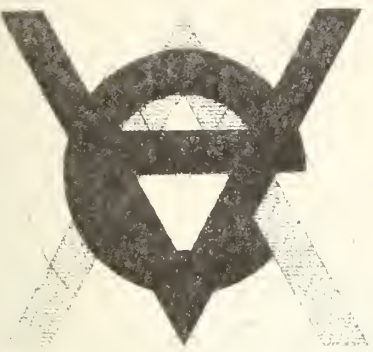
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MONTANA ADVISORY COUNCIL  
FOR VOCATIONAL EDUCATION  
1000 N. 10TH AVE.  
HELENA, MONTANA 59601

January 18, 1977

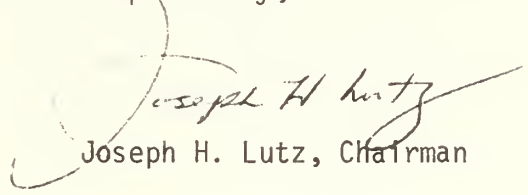
Mrs. Harriett C. Meloy, Chairman  
Board of Public Education  
1317 Ninth Avenue  
Helena, MT 59601

Dear Mrs. Meloy:

The Advisory Council for Vocational Education is pleased to transmit its Seventh Annual Report on Vocational Education. This report, made in accordance with P. L. 90-576, is forwarded to the State Board of Education for its use and for transmittal to the United States Commissioner of Education and the National Advisory Council on Vocational Education. As you know, the law provides that when forwarded, this report may be accompanied by any comments that the State Board thinks are appropriate.

We have made every effort to be objective in our evaluation and believe that implementation of the recommendations will lead to better vocational education for the people of Montana.

Respectfully,

  
Joseph H. Lutz, Chairman

JHL/rm  
cc: Georgia Rice





## SUMMARY OF RECOMMENDATIONS

The State Advisory Council for Vocational Education makes the following recommendations:

- The Council recommends that a different basis for supporting vocational education programs be adopted, which would assure that state and local funds be invested to enhance, enlarge, and enrich programs, and also fulfill the greatest manpower needs. We suggest two alternative methods for disbursing vocational education funds:
  1. Initial costs of equipment for vocational education courses can deter a school from initiating a new program. To overcome this, the state could fund "start-up" costs of new programs.
  2. Instead of reimbursing after the fact, the state could grant money in advance to schools for specific vocational education programs in the current year. Include suitable controls which would assure the funds are being spent for the intended purpose.
- To assist in properly funding vocational education to meet the needs in Montana, the Board of Public Education should establish the role for each type of institution offering vocational education, and clearly define the scope of its programs.



- A uniform system of accounting for all vocational education funds, (local, state, and federal) should be developed for use by all schools. Financial reports using the uniform system should be submitted to the Board of Education.
- To eliminate the misunderstanding regarding the use of federal vocational education funds, the Council recommends amendment of section 75-7212, RCM 1947 to remove the apparent conflict with section 75-7705, RCM 1947.



## INTRODUCTION

The Montana Advisory Council for Vocational Education is required to make a yearly evaluation of the Vocational Education System, but limitations of time, staff and budget make it unrealistic to attempt a complete analysis. It is the policy of the Council instead to conduct special studies of certain aspects of the system each year, and make recommendations for improvements where we consider them warranted.

Because of the continuing concern about vocational education funding throughout the state, this part of our 1976 evaluation deals with the system for financial support of vocational education in Montana.

Vocational education programs administered by the Board of Public Education are those programs designed to prepare people for gainful employment in jobs which require less than a baccalaureate degree. Also included is consumer homemaking, which, although not designated as training for employment, is considered to be vocational education.

Vocational training administered by the Board of Public Education in Montana is offered at three levels in four or more types of educational institutions, each funded by federal, state and local sources in varying ways. It is offered at the secondary level at some 120 of the 172 high schools in the state. It is taught at five postsecondary vocational educational centers located in Missoula, Great Falls, Butte, Helena, and Billings; at the three community colleges at Kalispell, Glendive, and Miles City; and at Northern Montana College at Havre. Adult level



vocational education training and retraining is available under various sources of local and federal funding through contractual agreement with high schools, vo-tech centers, community colleges, university systems and privately operated training programs. This also includes training at penal institutions, sheltered workshops, Indian training programs, etc. Finally, vocational training for teachers of vocational education is offered at the university system level at the University of Montana in Missoula, Montana State University at Bozeman and Northern Montana College at Havre.

PART ONE of this report will describe the rather complex system by which vocational education is to be funded according to the federal and state statutes. This is followed by a summarization of some of the more pertinent findings of the special research report on the funding of vocational education in Montana and the conclusions of the Council. Part One concludes with Council recommendations to the Board of Public Education.

PART TWO of the report reviews the recommendations made to the Board in the Council's 1975 report. Included in the reviews are comments by the office of the Superintendent of Public Instruction and the Council's observations on the action taken on each recommendation.





PART ONE: THE FUNDING SUPPORT SYSTEM FOR  
VOCATIONAL EDUCATION IN MONTANA

LEGAL BASIS OF VOCATIONAL EDUCATION FUNDING

The vocational education funding system in Montana is complex and difficult to understand. Funding comes from a combination of state appropriations and local mill levies (permissive, voted, and mandatory) for support of the educational system in general; state appropriations specifically earmarked for vocational education; federal grants appropriated for vocational education; and small amounts of miscellaneous funds. Some of the funds go directly to the educational institutions as a part of what is called a general fund budget for education, and some are withheld until the end of the school year to be reimbursed after expenses have been incurred and approved.

Some of the continuing controversy between educational units as to whether they are getting an equitable share of vocational education program support arises from differing interpretations as to the way this mixture of funds is meant to be allocated and used. The following paragraphs describe how federal, state, and local (district and county) funds, as well as fees and tuition, go to support vocational education at each level in the state system.

Intent and Purpose of Federal Law

It was the intent of Congress that federal funds granted to the states for vocational education should be used "to maintain, extend, and improve existing programs...to develop new (ones) and to provide part-time em-



ployment for youths who need (it) to continue their vocational training... full time." The objective according to the 1968 amendments, which have not been changed until Public Law 94-482 containing similar language was passed late in 1976, was to provide programs so that "persons of all ages, in all communities of the state will have ready access to vocational training or retraining...of high quality...realistic in the light of... opportunities for gainful employment, and...suited to their needs, interests, and ability to benefit from (it)."

#### Intent and Purpose of State Law

The language in the Montana State laws governing the funding of vocational education is found in a number of places in the statutes, but the general principle, in section 75-7702 RCM 1947, is that "The Board of [Public] Education shall be the governing board of the state of Montana for vocational education." Also, the Board "shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming."

#### Present Funding Procedures

To clarify the funding procedures among the secondary schools, post-secondary centers, community colleges, units of the university system and other institutions for support of vocational education within Montana, we have provided a description of the funding sources available at each educational level. See the Chart in Appendix I for an illustration of the



following descriptions.

*Secondary Vocational Education Programs*

The secondary school (9-12) vocational education programs in Montana are supported through the use of several different sources of funds. The following are sources available to support vocational education programs approved by the Board of Public Education.

Federal funds under Public Law 90-576 (Vocational Education Act of 1968) are available under several parts of the act;

a. Part B funds, making up approximately 70 percent of all funds under this act, are made available to the approved secondary vocational education programs on a reimbursement basis. The school district pays the bill, then near or at the end of the year, it is reimbursed on a formula basis as detailed in the State Plan for Administration of Vocational Education. It is not to be construed, however, that all the Part B funds are used to support the secondary programs. Many other designated needs are also met through this source, including those of post-secondary and adult level programs. See Chart in Appendix I.

b. Funds from Parts C, D, F, G, and H of the federal law are also available to assist the secondary school vocational education program. Part C is specifically designated for research in vocational education, so it is not actually used to support directly a regular vocational education instructional program. Part D is designated for exemplary programs that



are usually supported 100 percent the first year of a three year sequence, with assistance dropping back to the regular reimbursement level after the third year of the program. Part F is the Consumer Homemaking section and is presently used to support such programs at the secondary and adult levels as well as consumer homemaking teacher training. Part G is earmarked for funding cooperative vocational educational programs. Again, secondary programs compete with postsecondary and adult programs for the funding. Vocational Education Work Study, Part H, is a program in which only the secondary schools participate in Montana. The postsecondary schools make use of the work study program of the Higher Education Act of 1965. The money in Parts C, D, F, G, and H is not disseminated on the same reimbursement formula used for distributing Part B funds. Parts E, I and J of Public Law 90-576 are not addressed in this report because Congress did not provide any funds for them.

c. Earmarked state general fund money is appropriated by the legislature specifically to assist the secondary vocational education programs and those conducted by institutions or agencies other than the postsecondary Vocational-Technical Centers. These funds are also made available on a reimbursement formula.

The basic funds for vocational education support at the secondary level are made up of a combination of local mill levies and the state





appropriated portion of the general fund budget for secondary schools. See the Chart in Appendix I.

Part B federal and state vocational education appropriations are used to reimburse the district for part of the total approved cost of the program. The reimbursement is intended to meet the unusual or extra costs necessary for the support of most vocational education programs. Parts C, D, F, G, and H contain those federal vocational education funds which are disseminated at the rate of up to 100 percent to support specific types of vocational education programs and activities. Such programs are few in number because of the limited amounts of money available and the restrictive program requirements.

#### *Community Colleges*

As in the case of the secondary level vocational education programs, community colleges are supported by several different funds. See the Chart in Appendix I.

a. Part B funds of the Vocational Education Act of 1968 are available for support of community college approved vocational education programs. The programs are assisted on a reimbursement basis according to the formula used for secondary school programs.

b. Part C (research); D (exemplary); and G (cooperative vocational education) funds are also available to the community college programs. Neither Part F (Consumer Homemaking) nor H (vocational education work study) funds are now utilized



to support programs at the community colleges.

c. Earmarked state general fund money is appropriated by the legislature specifically to assist vocational education programs conducted by secondary schools and postsecondary institutions and agencies other than the postsecondary vocational technical centers.

The largest part of the funds used to support vocational education programs at the community colleges comes from the colleges' budgets for operation which are nominally made up of 65% state and 35% local funds. The local share (35%) includes student fees and local mill levies. The state share (65%) includes appropriations from the general fund and rebated state millage. Section 84-3804 , RCM 1947 authorizes the Board of Regents to rebate to the community college up to 3 of the 6 mills levied on the community college district for the university system.

Should the legislature not appropriate enough money to fund the state's share, a voted levy may be requested by the Board of Trustees of the community college district to make up the difference. Income for the community colleges also includes vocational education reimbursements, gifts, and grants which are neither local nor state direct appropriations.

#### *Postsecondary Vocational Technical Centers*

The postsecondary vocational technical centers are supported under a different system than the secondary, community college or university unit vocational education programs. Federal funds authorized by Public Law 90-576 are available to the Centers through the Board of Public



Education under several parts of the Act.

a. Part B of the Act is used for general support of postsecondary vocational technical center budgets. These funds are available to the Centers on an advance payment basis.

b. Parts C, D, and G are available to the vocational technical centers on a special project approval basis for research, exemplary and cooperative programs. Part F and H are not used to support any programs at the Centers.

c. As required by State Law 75-7709, "The primary source for the operation of postsecondary vocational-technical centers is the state funds appropriated by the legislature."

d. The legislature sets the amount of student fees to be paid for use in support of Center budgets.

e. By state law, the only local money available for the Centers is a one mill levy imposed upon the county in which the Center is located. Although the major source of financial support for postsecondary vocational technical centers is the state appropriation, federal funds add a substantial amount to the budgets and student fees and the county levy contribute smaller amounts. Voted levies for support of the postsecondary centers are not provided for in the present state law.

#### *University Units*

The university units, like the community colleges, basically deal with the Board of Regents for their budgets for operation. They are, however,



eligible to receive some vocational education funds under the administrative responsibility of the Board of Public Education. The Chart in Appendix I gives a graphic picture of the university unit budget sources.

a. Part B funds of Public Law 90-576 (Vocational Education Act of 1968) are available for support of approved vocational education programs at the university units. Such programs are presently supported on a reimbursement basis similar to that for the secondary schools and community colleges. Currently, the funds are being allocated to Northern Montana College, University of Montana, and Montana State University for vocational teacher training, and to Northern Montana College for skill training.

b. Funds from Parts C, D, and G of the Vocational Education Act of 1968 are also available to the university units; but at present Part H (work study) is not used to support any projects at the university level. Part F (Consumer Homemaking) is used at the university level only for teacher preparation in consumer homemaking.

c. State general fund money is appropriated by the legislature specifically to assist vocational education programs approved by the Board of Public Education at the secondary and postsecondary levels, other than the five vocational technical centers. Current practice of the state Vocational Education office is to utilize these specific funds to assist secondary vocational education programs only.





The funds in paragraph c. above are not to be confused with other state appropriated funds for overall university unit budgets. The latter funds are made up of the university six mill statewide levy, student fees appropriated by the legislature, and general fund dollars to support all educational programs at the university level. The other sources—items a, b, and c above—are for purposes of assisting in the support of approved vocational education programs.

#### *Institutions and Adult Education*

There are a few vocational education programs assisted financially by the Board of Public Education at the State Prison, Warm Springs Hospital, Pine Hills School, Mountain View School, State School for the Deaf and Blind, and others. Most of these institutions are funded through other departments of state government. They are also eligible for financial assistance when conducting approved vocational education programs.

Adult education programs are also assisted with funds available to the Board of Public Education to encourage approved vocational education for adults. Because of the nature of adult vocational education many schools conduct these programs only when a demand or need is clearly evident. It is not being dealt with as a separate entity in this report because it is conducted by the various levels of education previously addressed: secondary schools, postsecondary vocational technical centers, and community colleges.

Vocational education funds under the supervision of the Board of Public Education that are used to assist the various state institutions



and their programs include:

- a. Part B funds of the Vocational Education Act of 1968.
- b. Funds from Parts C, D, F, G, and H, which are available for support of special vocational education programs as described in each of the Parts of the Act. The state general fund appropriations for secondary and other postsecondary vocational education programs are not used for adult vocational education training.

The funds provided the institutions through vocational education are made available for assisting and encouraging them to give vocational education opportunities which otherwise would be limited or unavailable.

#### *State Administration of Vocational Education*

Although not a direct provider of vocational education programs for students, the state administrative staff for vocational education is an important and necessary part of the state wide vocational system. The costs of the state administration are a major part of total funding for vocational education in Montana.

State administration for vocational education in Montana is supported by two basic sources of money: federal funds, provided by Public Law 90-576 (Vocational Education Act of 1968) and state general fund money appropriated by the legislature.

The federal act provides the following categorized sources of administration funds.



a. Part B of the act allows for state administrative costs to be supported by funds available in this Part. By FY 1979, the law requires that not more than 50% of state administrative costs will be borne by Federal Vocational Education funds.

b. Funds under Part C (research), and Part G (cooperative vocational education) are used to support some of the state office research and administration costs. Although not currently utilized for administration of vocational education, under Parts D, F, and H, such expenditure is permissible.

c. The remainder of the direct cost for vocational education state administration is provided through state appropriated general fund money.

Over the past few years, the major financial support for the state administration of vocational education has been federal funds. The approximate current ratio is 60% federal and 40% state funds. The federal share after FY 1978 must not exceed 50% of the total cost.

#### FINDINGS OF RESEARCH REPORT

Much of the following part of the report is based on the work of a university research team which was retained by the Council during the summer of 1976 to conduct a study: "The Funding Support System For



Vocational Education in Montana."<sup>1</sup> The information was obtained from interviews with vocational supervisors and in documents supplied by the Office of Superintendent of Public Instruction; interviews with administrative personnel at a sampling of secondary schools, vocational technical centers, community colleges, and university units; and a questionnaire on experience with and attitudes toward vocational education, sent to all secondary superintendents in the state. Private vocational schools were not considered in this study, nor were a number of funding agencies, such as Bureau of Indian Affairs, Comprehensive Employment Training Act, Social and Rehabilitation Services, and others.

This study is the first effort to our knowledge, to gather the information and data which deals with the intricate subject of funding vocational education in Montana. This initial report indicates to the Council that further study of the vocational education funding system is needed.

The following findings are those which the Council feels, at this time, are the most relevant to the funding support system for vocational education in Montana.

1. Few funding proposals are not approved for funding.

Of approximately 650 applications received for FY 1977 an estimated 20 were not recommended for Board approval. Another 30 were placed on hold for more information before final con-

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DeForest J. Rall, Daniel G. Hertz, and James E. Nelson, The Funding System for Vocational Education in Montana, mimeographed. 1976.





sideration.

2. The State Plan specifies that manpower needs will be one criterion used in assigning priorities for funding vocational education programs. "This is not done. Or, if it is done, priorities are not used to allot funds."<sup>2</sup> "No priorities are formally recognized by skills area supervisors in funding proposals in different Part B skills areas at any given school. For example, approved proposals for agriculture education are reimbursed at the same level as proposals for business and office education despite differing manpower needs as noted in the State Plan."<sup>3</sup>

3. A clear cut state funding philosophy is not available.

4. Generally secondary school superintendents feel that reimbursement levels are so low that often its not worthwhile to fill out the forms. Many current vocational education programs would probably be maintained even if reimbursement was eliminated.

5. Reimbursement funds for teacher training education at units of the university sytem receive different university administrative treatment. At the University of Montana, reimbursement funds are returned directly to the vocational education pro-

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<sup>2</sup>

Rall, op. cit., p. 19.

<sup>3</sup>

Ibid. p. 19.



ject head for program enhancement purposes. At Montana State University, reimbursement funds are used for general support of the University.

6. Four out of five secondary school superintendents agree to the statement that funds for vocational education programs should be used "to enhance and supplement vocational programs." However, findings from other parts of the study indicate there is apparently a considerable variance with this philosophy in decisions on expenditures of reimbursement funds.

7. The financial support system for postsecondary vocational technical centers differs significantly by statute from that of all other institutions.

8. Secondary school superintendents largely agree some method of differential reimbursement should be used for vocational education programs they offer. They differ, however, on what the basis should be—program quality, program age, the state's manpower needs, or some combination.

9. Opinions of secondary school superintendents are divided on whether reimbursement funds should be spent solely for vocational education purposes.

## CONCLUSIONS

To recieve the greatest amount of high quality vocational education



for the people of Montana, it is essential that each federal and state vocational education dollar be appropriately invested. To assure that these funds are spent on high quality programs where they are most needed, a definitive funding philosophy that embodies the requirements of the law is needed.

One requirement of the law is systematic evaluation of vocational education programs, and the establishment of funding priorities. The present practice of reimbursing almost every school applying for funds tends to result in dissipation of vocational education dollars, with not enough attention paid to whether or not the money spent positively affects the quality and scope of our vocational education programs.

Another requirement in establishing funding priorities is consideration of manpower needs. To be sure, manpower needs are reflected generally in the mix of vocational education programs; but priorities in funding these programs are evidently not made on the basis of manpower-needs statistics.

Still another mandate of federal law is that vocational education funds "will be used so as to supplement, and to the extent practical, increase the amount of state and local funds that would, in the absence of such federal funds, be made available...and in no case supplant such state or local funds..." In passing the Education Amendments of 1976, Congress has re-emphasized the point that federal funds are not to be used to supplant local monies.

Finally, the federal law prescribes that in funding vocational education



programs, there shall be due consideration given to program quality, manpower needs, a given school's relative ability to pay, and the needs of the people. Local administrators agree that reimbursement on some such basis would be desirable, but they have varying opinions as to which criteria should be used. Inevitably, differential reimbursement from a fixed supply of funds would cause increases for some programs and decreases for others. But ideally, such a system would help meet the needs of those who can benefit most from vocational education, put money where it is needed most at a particular time, and give special consideration to successful programs by assuring their continuation.

A more appropriate funding procedure than the reimbursement process could prove to be more workable than the present method.

Part of the reason for what appears to be a discrepancy between legal requirements and present funding practices in Montana can be found in the wording of the laws themselves. The new federal law, for example, seems clear as to intent, but does not specifically define what is meant when it uses the terms "supplant" and "supplement". It states that the purpose of the Act is "to extend, improve, and where necessary, maintain <sup>4</sup> existing programs of vocational education, as well as develop new programs." But using federal funds to maintain existing programs might be construed as either supplementing or supplanting state and local money.

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"Education Amendments of 1976," Public Law 94-482, Sec. 106. (a), (6).





In the Montana state laws there are two apparently conflicting statutes dealing with the allocation of federal funds. In section 75-7705, RCM 1947, the legislature assented to the terms and provisions of the vocational education act of 1963, the 1968 amendments, and any new legislation enacted for vocational education. It could hardly do less, since the federal government sets the rules for use of federal funds. In another section, however, 75-7212, RCM 1947, the law says that "When federal monies are a reimbursement, the monies shall be expended at the discretion of the trustees for school purposes". To further complicate the situation, the reimbursement formula used by the state, and the accounting systems employed by school districts make it difficult to determine whether and to what extent federal vocational education funds are being used to supplant rather than supplement state and local dollars. In addition, the present practice of reimbursement based on a percentage of teacher salaries probably encourages local school districts to regard vocational education funds as money to be used to replace local funds.

The state statutes do not clearly establish the role and scope of vocational education at each of the levels in the system. Considerable space is devoted to the establishment, funding, and administration of post-secondary vocational technical centers; but in section 75-7701, RCM 1947, dealing with definitions, postsecondary vocational education is merely described as that which is conducted in the Centers and in other programs designated by the Board of Public Education. No definitions are given for secondary vocational education, or adult vocational training and retraining.



## RECOMMENDATIONS TO THE BOARD OF PUBLIC EDUCATION FOR FISCAL YEAR 1977

The following recommendations are directed to the Board of Public Education from the Council. They are submitted after extensive consideration of the present funding support system for vocational education in Montana. The major reference utilized by the Council in arriving at these recommendations was the study referred to on page 14. This was supplemented by information from state and local staff members working in vocational education, and review of the present state and federal statutes dealing with funding of vocational education programs.

The recommendations are presented with intent to encourage a continued growth and development of the vocational education system in Montana.

## RECOMMENDATION ONE

The Council recommends that a different basis for supporting vocational education programs be adopted, which would assure that state and local funds be invested to enhance, enlarge, and enrich programs, and also fulfill the greatest manpower needs. We suggest two alternative methods for disbursing vocational education funds:

1. Initial costs of equipment for vocational education courses can deter a school from initiating a new program. To overcome this, the state could fund "start-up" costs of new programs.

2. Instead of reimbursing after the fact, the state could grant money in advance to schools for specific vocational



education programs in the current year. Controls should be established which would assure the funds are being spent for the intended purpose

#### RECOMMENDATION TWO

To assist in properly funding vocational education to meet the needs in Montana, the Board of Public Education should establish the role for each type of institution offering vocational education, and clearly define the scope of its programs.

#### RECOMMENDATION THREE

A uniform system of accounting for all vocational education funds, (local, state, and federal) should be developed for use by all schools. Financial reports using the uniform system should be submitted to the Board of Public Education.

#### RECOMMENDATION FOUR

To eliminate the misunderstanding regarding the use of federal vocational education funds, the Council recommends amendment of section 75-7212, RCM 1947 to remove the apparent conflict with section 75-7705, RCM 1947.



PART TWO: RESPONSE TO COUNCIL RECOMMENDATIONS  
IN 6TH ANNUAL REPORT DECEMBER, 1975

Recommendations are made for improving vocational education in Montana as part of each annual report of the Montana Advisory Council for Vocational Education. Responses to the 1975 recommendations, by the staff of the Superintendent of Public Instruction appear as an appendix to the Fiscal Year 1977 State Plan for Administration of Vocational Education. The Council has paraphrased the responses in the comments below regarding the consideration given the recommendations of last year.

Recommendation 1 was that Board policy on the role of postsecondary vocational education be clearly described in both the Policy Manual for the Vocational Technical Centers and the State Plan for Administration of Vocational Education. This has been complied with to the extent that a "project" has been initiated by the Board of Public Education to define the role and scope of vocational education.

Recommendation 2 was that the Board take a look at its rules and its philosophy and compare them with those of state and federal statutes to see if the comparison did not bring to light conflicts in need of resolution. The Vocational Skills staff reported that a comparison of policy and statutes had been made and it yielded no conflicts. No mention was made of comparison of Board philosophy and the statutes. Current Board activity, however, indicates this is being undertaken.





Recommendation 3 was for a continuous assessment of state wide employment needs with all areas of employment subjected to regular review, the nature of which is such that it is compatible with regional and national data. In response to this need a cooperative project has been arranged, involving the Superintendent's office and those of the Governor's Employment and Training Council and the Montana Employment Security Division. Its aim is described as that of developing manpower supply and demand data annually. Whether or not compatibility with regional and national data will be possible was not stated; but the initiation of such a study is an encouraging sign.

Recommendation 4 had to do with utilizing the results of the above study in the process of approving vocational education programs for funding. Concurrence with the recommendation was expressed, but of course, putting it into practice must await the success of the supply-demand employment data study to furnish pertinent information.

Recommendation 5 called for a written statement clearly establishing the Board's philosophy and policy on making vocational education available to Montana citizens. The response refers to the research project—presumably the one named in response to number 1—being carried on under direct Board supervision.

Recommendation 6 was that a uniform accounting system be developed for



all state, local and federal funds and used by all schools in reporting to the Board. In its response, the staff claimed that uniform reporting is already prescribed by the "School Finance and Statistics Reference Manual", adhered to by school districts and presumably the Vocational Technical Centers. This is not consistent with the Council's findings last year and again this year, that differences and inconsistencies in the way four colleges and four of the five Vocational Technical Centers prepared financial reports made comparison a practical impossibility. Perhaps the comments in this year's report on a uniform accounting system will present the problem more clearly.

Recommendation 7 based on a sampling of opinions from students in health-related occupational programs, called for further investigation as to the adequacy of the amounts and types of on-the-job clinical experience available to the students. To this, the staff made the flat assertion that students are not experiencing any lack of clinical training. How such a determination was made was not described, but it is obviously at odds with the opinions of a substantial number of students in the program.

The response does raise the possibility, however, that the Council's recommendation may have been made to the wrong agency, and that it might be more appropriate to direct it to the professional agencies that give approval to such programs, since this aspect of the training seems to be subject to variant opinions on the part of the purveyors and the users.



Recommendation 8 suggested the Board be encouraged to promote a greater utilization by schools of actively involved advisory committees for all vocational education programs. The staff apparently concurred in this need, but indicated the shoe was on the wrong foot. It implied such encouragement is more the responsibility of this Council than the Board. In the new law governing activities of the State Councils, there is a specification that they will provide technical assistance to local advisory committees and councils. There is still a need, nevertheless, for school administrations to work on the task of utilizing the advisory committees, rather than regarding them as mere paper work requirements, perfunctorily established and rarely heard from.

Recommendation 9 had to do with establishing placement activities by schools where needed, and the provision of more placement information to students. In responding, the Vocational Skills staff called attention to some placement activities already in being. They also noted the possibility of coordinating information from the study mentioned in connection with recommendation 1, and with Project Vital Information for Education and Work. In the absence of more sophisticated information systems used by some of our neighboring states, this is indeed an encouraging possibility.

Recommendation 10 encouraged the continuance of performance-based objective progress reports on students in health occupation education programs; and the superintendent's staff replied such reporting is en-



couraged in all instruction programs.

Recommendation 11 advised continuance by the boards of Public Education and Regents, of their review of teacher preparation in vocational education and particularly in health occupations education. In its response, the Staff made no mention of further review, but implied that whatever problems exist will be handled by means of a "proposal process" (presumably teacher education proposals) to become part of the Fiscal Year 1978 Plan. The Staff appears to be concerned with program cost effectiveness, which is laudable, but may be missing some other inadequacies that the recommended review of vocational education teacher preparation would uncover. We are encouraged to see this topic an item of business on the Board of Education's meeting agenda.

Recommendation 12 concerning desirability of implementing the "ladder" or "lattice" concept in health occupations education programs was accepted by the Staff. The Practical Nurse curriculum was cited as an example of those being reviewed with the aim of facilitating mobility, which is the object of the ladder concept.





Appendix I



CHART 1

POTENTIAL SOURCES OF REVENUE FOR VOCATIONAL EDUCATION PROGRAMS  
AUTHORIZED BY THE BOARD OF PUBLIC EDUCATION

## The Secondary Schools

Federal Funds for Vocational Education
P. L. 90-576
State Appropriations for Vo-Ed
General Fund
Foundation Program
Basic County Levy
State Equalization
State Levy
Permissive School District Levy
6 Mill High School
Permissive State Levy
State Wide Levy
Voted School District Levy
If Approved by Voters

## The Postsecondary Vo-Tech Centers

Federal Funds for Vocational Education
P. L. 90-576
Student Fees Appropriated by State Legislation
Students
State Funds Appropriated for P. S. Vo-Tech Centers
General Fund
Mandatory 1 Mill County Levy
County Wide Levy on County in which Center is Located

## The Community Colleges

Federal Funds for Vocational Education
P. L. 90-576
Student Fees Appropriated by State Legislation
Students
State Funds Appropriated for Community Colleges
General Fund
3 Mill Levy
State Appropriations for Vo-Ed
General Fund
Mandatory Community College District Levy
Community College District
Voted Community College District Levy
If Approved by Voters

## The University Units

Federal Funds for Vocational Education
P. L. 90-576
Student Fees Appropriated by State Legislation
Students
State Funds Appropriated for University Units
6 Mill State Levy
General Fund
State Funds Appropriated and Earmarked for Vocational Education
General Fund



Appendix II



## COUNCIL MEMBERSHIP

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